



## SECTION 2 MANAGEMENT POLICIES

### 2.10 Transition Policy

#### Transition Aim:

1. To ensure the smooth transition for both children and families from room to room.
2. To ensure a smooth transition to school for children and their families

#### Transition Process (Room to room):

1. In week 1 of each term, a letter will be sent home (via office email) to advise families that their child will be starting the transition process up to the next room, and that transition visits will occur during the last 3-4 weeks of term. The letter to ELC families will advise the date for the morning tea.
2. In week 4, Team Leaders will meet to discuss and document children moving up in the following term.
3. Families of children starting ELC will be invited to attend a morning tea in week 5 with both ELC teachers.
4. A transition timetable will be drawn up by Assistant Director / Director and a copy given to each room and a copy placed in the staff communication book. Transitions take place in the last three/four weeks of each term.
5. Team Leaders will request that Individual child profile sheets are completed during the first transition visit or during the ELC morning tea.
6. Where possible, educators will swap rooms to enable a familiar educator to attend the first hour of each transition with the children.
7. As a guide, transitions will be as follows
  - 1st visit – From 9am until after lunch in the room they have gone up to
  - 2nd visit - From 9am until after lunch in the room they have gone up to
  - 3rd visit – From 9am until 4pm
  - 4th visit – From 9am until child is picked up for the day.

On the 4<sup>th</sup> visit Team Leaders in each room to organise to have a quick chat with all families moving up, on an individual basis to run them through general expectations, introduce them to all staff in the room etc. Start building the relationship with the family.

This procedure is a guide and may change, based on the needs of individual children and their family.

### **Transition Process (Kindy to School)**

1. The Gums supports both same start date and mid-year school intakes.
2. We believe the transition for parents and children to school, commences prior to the child starting their formal transition visits.
3. Initial meetings, the collection of a school enrolment pack, interviews and “walk throughs” at the school, with the Principal are an important part of the transition process. These enable families to become familiar with the layout of the school, the reception program and other school expectations so families can support their child through this major transition in their lives.
4. Parent- Teacher interviews will be held 6 months prior to a child starting school. For mid year school starters, interviews will be held in Term 1, week 3. For Term 1 school starters, interviews will be held in Term 3, week 3.
5. Early in the term prior to starting school, each school will send a letter home to parents outlining the transition programme. This will usually include the dates of a weekly programme that includes graduated transition visits in the Reception Classroom.
6. The Gums encourages Reception teachers to visit the children due to start school in their familiar kindy environment. We also invite the Reception teachers to attend the children’s Kindy graduation.
7. Where possible, the Kindy teacher attends the first school transition with the children.
8. The following information can support the transition to school;

## **Supporting your child’s successful transition to School - A handout for parents and caregivers**

Starting school is an exciting time of transition for children and their families. All children experience the transition to school in different ways due to differences in children’s personalities and their expectations of school, prior experiences, skills, knowledge, and understandings about the world around them.

We want to work collaboratively with you and your child’s school to ensure a positive transition. To assist and support your child’s successful transition to school we recommend that your family consider a number of factors;

### **1. Social adjustment**

Social adjustment to the new school environment requires the child develop increasing independence and self-reliance to:

- operate as part of a large group, cooperate
- sharing the teacher's attention, take turns, wait patiently
- take responsibility for his/her belongings, carry own bag, manage own clothing, toileting, refilling own drink bottle, managing own lunch box

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- adjust to other adults in an unfamiliar setting, be able to interact and respond appropriately with no familial adults
- separate easily from the parent

## **2. Changes in identity**

Starting school marks a significant change in identity for children as they move from being the oldest and biggest children in a small preschool setting to being the youngest and smallest in a larger school setting. Families can support this time of uncertainty in a child's sense of identity:

- attend the child's graduation ceremony to mark the transition from preschool to school
- become familiar with school practices so you can accurately respond to children's questions and help the child establish realistic expectations
- allow time to talk about school and listen to the child talk about school and their feelings during transitions
- develop a scrap book of drawings, stories and photos of the child's transition experience

## **3. Peer relationships and friendships**

Making friends is crucial to a child's sense of belonging, long term happiness and well being. To help children establish and maintain positive peer relationships:

- support the child's interactions with peers in positive ways- encourage the child to listen to others, share, take turns, cooperate, demonstrate self-control and conflict resolution
- provide opportunities for children to strengthen existing friendships with a child from preschool who will be transitioning with your child
- engage social and extra curricula activities to broaden peer relationships

## **4. Child-teacher relationships**

Research suggests teacher- student interaction is more predictive of successful academic, language and social skill development than any other aspects. Help your child to establish a positive relationship with their teacher:

- provide the teacher with information about the child's development and previous experiences, along with strengths and difficulties in all areas of learning and behaviour
- parents are role models for their children, develop positive working relationships with your child's teacher and show that you value their role

## **5. Partnerships between the school and families**

Constructive parent-teacher partnerships developed in the early years are important.

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- show you value your child's school setting by attending transition visits with your child to develop an understanding of the school setting including its organisation, rules and structures
- attend special events and celebrations at school (school concerts, sports days, open days) so you can meet your child's new friends and their families
- become involved in class activities
- attend informal gatherings, such as welcome barbeques and information nights to establish and maintain positive relationships with teachers, other school staff and other parents

**Relates to Quality Area 6: Collaborative partnerships with families and communities,**  
standards 6.2, 6.3, National Regulations 168